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ABSTRACT

The Board of Governors of the California Community Colleges has adopted regulations establishing distinct sets of standards for courses which may or may not be applied for credit toward the associate degree. In addition, the Board requires that noncredit courses be approved through the same local curriculum review and approval process as credit courses. The tradition of the collegial model of governance in postsecondary institutions in the United States is reflected in the adoption of the new regulations in the California Administrative Code. The spirit of the collegial model perceives academic governance as an interdependent decision-making process and provides for the sharing of responsibility for the development of educational policy among faculty, college administration, and the public body of governors or trustees. The regulatory changes support the traditional postsecondary model by stipulating the mutual responsibility of the college and/or district administration and the academic senate for review of the composition and structure of curriculum committees and the establishment of a curriculum planning and review process. The process should include: (1) the development of a curriculum manual containing policies and procedures; (2) the establishment of a curriculum committee, ideally as a subcommittee of the academic senate; (3) a comprehensive curriculum review; and (4) provisions for the review of all curricular proposals. Suggestions for the content of a curriculum manual, relevant resolutions of the Academic Senate for California Community Colleges, and a sample course approval form are included with the paper. (EJV)

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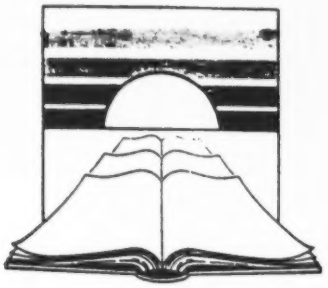
The Academic Senate



for
California Community Colleges

Role of Faculty in the Curriculum Process

April 1987

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THE ROLE OF FACULTY IN THE CURRICULUM PROCESS

Background

The Board of Governors of the California Community Colleges has adopted regulations establishing distinct sets of standards for courses which may or may not be applied for credit toward the associate degree. In addition, the Board of Governors is now requiring that noncredit courses be approved through the same local curriculum review and approval process as that required for credit courses. The revised regulations, which will appear as changes in Title 5, Part VI of the California Administrative Code, include as new section 55002. Standards and Criteria for Courses and Classes, subsection (a.1) : **The college and/or district curriculum committee shall be established by mutual agreement of the college and/or district administration and the academic senate. The committee shall either be a committee of the academic senate or a committee which shall include faculty and may otherwise be comprised in any way that is mutually agreeable to the college and/or district and the academic senate.** The revised regulations require that all courses at a community college be reviewed and approved by a college curriculum committee, and/or when applicable a district curriculum committee(s), and that the composition and structure of the curriculum committee be established in a manner that is acceptable to the local academic senate, as well as the campus or district administration. This means that the academic senate must approve the process and structure of the committee charged with curricular review and approval. Once the process and structure of the curriculum committee have been established, this committee will then serve as the required body to which all course and program changes for the college will be submitted. Under other regulations passed by the Board of Governors in January, 1987, the curriculum committee will also serve as the body that determines the appropriateness of prerequisites for all college courses and pre-collegiate basic skills courses.

Collegiality and Shared Governance

The tradition of the collegial model of governance in postsecondary educational institutions in the United States is reflected in the adoption of the new regulations in the California Administrative Code. The spirit of the collegial model perceives academic governance as an interdependent decision-making process and provides for the

sharing of responsibility for the development of educational policy among the faculty, the college administration and the public body of governors or trustees. The cooperative relationship of these three groups translates academic goals and values into college policy or action. The authority of each of these groups in the contemporary public institution of higher education derives from the authority vested by law and administrative code in governing boards and administrators and from the knowledge of the subject matter and the pedagogic expertise of the faculty.

The collegial spirit of the modern college makes possible the shared decision-making process by regarding the members of the various college constituencies as essential for the success of the educational institution. This collegial spirit reflects a mutual respect for the differing perspectives and backgrounds of the groups, and functions best when a mutual trust is developed from their interaction in the cooperative enterprise.

The adoption of the postsecondary educational model for the community colleges includes an acceptance of the tradition of shared governance and the spirit of collegiality. It is this heritage of shared governance that becomes the cornerstone of faculty involvement and the basis of the authority of the academic senate in matters of educational policy and curriculum decision-making. The adoption of the revised regulatory changes in the California Administrative Code by the Board of Governors supports the adoption of the traditional postsecondary model by stipulating the mutual responsibility of the college and/or district administration, and the academic senate, in the review of the composition and structure of the curriculum committee and the establishment of the curriculum review process. Advantages of having faculty, through the academic senate, assume greater responsibility for curricular and other areas have also been recognized by three recent studies of community college governance.[1]

[1] The California Community College Organizations, "Toward Excellence in California's Community Colleges," ("The academic senate of a community college should have the primary responsibility for making recommendations in the areas of curriculum and academic standards."); Commission for the Review of the Master Plan for Higher Education, "The Challenge of Change: A Reassessment of the California Community Colleges," p. 24, "That the Board of Governors strengthen the role of faculty senates with respect to the determination and administration of academic standards, course approval, faculty evaluation, and other academic functions."); Joint Committee for Review of the Master Plan for Higher Education, "Community College Reform," p. 24, ("In the case of the community college system, we begin by asserting that the appropriate mode of governance is one of shared responsibility. The faculty should have responsibility over curricular matters, for example, but are appropriately accountable to statewide management standards.")

The Academic Senate for California Community Colleges has long supported the involvement of faculty members in the governance of the college and especially in the curriculum decision-making process. Over the years, many resolutions and position papers have been adopted by the Academic Senate which note the necessity for faculty involvement in campus curriculum committees; these resolutions have urged campus administrations to fully utilize the expertise of their faculty in the development of educational policy. The resolutions of the Academic Senate on curriculum committee matters have been collected and are available as Appendix A of this document.

College Curriculum Committees

The adoption of the revised regulations also requires colleges to complete a comprehensive review of the college curriculum to ensure that courses conform to the new standards. Prior to the comprehensive curriculum review, each college should develop a curriculum manual containing the policies and procedures to be followed in the review of existing curriculum, as well as outlining policies to be used in future curricular changes. As noted previously, each college must establish a curriculum committee by mutual agreement between the college and/or district administration, and the academic senate. The curriculum committee shall be either a committee of the academic senate, or by mutual agreement, the college administration and the academic senate may establish the curriculum committee in some other fashion. Ideally, the curriculum committee will be a subcommittee of the academic senate. This subcommittee, which might be appointed by the senate or elected from the faculty at large, could include administrators and/or students in either voting or nonvoting capacities. Having the curriculum committee under the aegis of the Senate will ensure the critical role of the faculty in the development and approval of the curriculum. Under such a system, course and program changes approved by the curriculum committee would be forwarded to the academic senate for the next level of review.

Each college must also establish a curriculum planning and review process which specifies 1) who may originate curricular changes, 2) the expectations for advisory consultation with any other academic units that might be affected by the proposed curricular change and 3) the specific form that a curricular proposal should take prior to submission to the curriculum committee in the review process. In addition, the required levels of approval must be specified, i.e. departmental, divisional, college, academic senate, administrative, etc. (A sample Curriculum Review Model is included as Appendix B). The curriculum planning and review process must also include provisions for the review of all curricular proposals for the maintenance of academic standards and rigor, as recommended in the newly revised regulations strengthening

the associate degree.

Summary

The revised regulations adopted by the Board of Governors of the California Community Colleges stipulate that a college and/or district curriculum committee be established with the consent of the academic senate, and that the committee include faculty members, but may include others if this is mutually agreeable to the academic senate and the college administration. These changes in the California Administrative Code originated as recommendations to strengthen the associate degree by the Chancellor's Task Force on Academic Quality. The Task Force concluded that academic quality could be assured only if every campus instituted a curricular process that included a systematic review of course standards.

This document, with the attached appendices, is intended to serve as a guide for colleges as they initiate and revise the curriculum review process on their campuses to meet the intent of the adopted regulations. It is incumbent upon the academic senate of each college to become involved in the reorganization of the structure and composition of the curriculum committee and the curriculum process, in accordance with the revised regulations.

A manual which includes the rules and regulations of the curricular planning and review process should be published and updated annually by each college. Below is a model table of contents to guide colleges in the organization of the curriculum manual.

I. Table of Contents

II. Functions/Charge of the Curriculum Committee

III. Membership and Term of Office of the Curriculum Committee

IV. State Regulations: Title V, California Administrative Code

V. Guidelines for Course and Program Approval (see Appendix C for two detailed examples.)

A. Associate Degree appropriate courses
B. Credit courses

C. Noncredit courses
D. Community Services Courses
E. Taxonomy of Programs (TOP) codes
F. State Inventory of College Programs (annual) including Certificate and Projected Programs

VI. Guidelines for Periodic Curriculum Review

A. Credit courses
B. Noncredit courses
C. Community Service Courses
D. Contract Instruction

VII. Program Evaluation

VIII. Curriculum Articulation

A. Campus Departments
B. High Schools
C. UC, CSU, and private colleges and universities

IX. Establishment of a Curricular Calendar for the Academic Year

X. Annual Report

A. New courses, by discipline
B. Courses deleted, by discipline
C. Changes in graduation requirements
D. Changes in Certificate of Completion Requirements
E. Current list of all courses satisfying graduation requirements
F. Curriculum Committee procedural changes
G. Miscellaneous
H. Program and course prerequisites
I. Majors
J. Duplication
K. Intradistrict articulation

XI. Guidelines for Emergency Action

XII. Development of a flow chart of curricular action, from origination through the approval process, as well as a depiction of the process of periodic curriculum review.

XIII. Sample Forms for Curricular Actions (See Appendices)

XIV. Statements of Curriculum Committee policy on new course proposals

A. Title
B. Description
C. Objectives
D. Content
E. Evaluation
F. Course justification/rationale
G. Prerequisites
H. Transferability

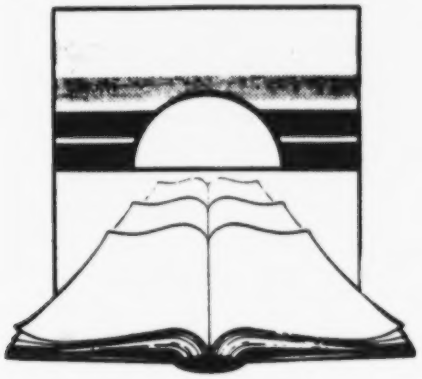
XV. Procedures and criteria for the appeal of Curriculum Committee recommendations

XVI. Multi-college Districts

A. Duplication and rotation of course offerings
B. Consolidation of programs
C. Provision for common course numbering
D. Coordination of prerequisites for equivalent courses
E. Placement testing
F. Competency testing
G. Liaison for District Curriculum Committees

The curriculum manual should be distributed throughout the college to ensure ready access by all faculty, staff and students.

The Academic Senate



for
California Community Colleges

CURRICULUM COMMITTEES AND RELATED TOPICS

RESOLUTIONS

Compiled and edited by
Edith Conn, Senate Archivist

May, 1987

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
RESOLUTIONS ON CURRICULUM COMMITTEES

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. ENUNCIATE the principle that faculties, acting through their academic senates, be accorded the right and responsibility of appointed representatives of their own choice to serve on any such committees where faculty opinion or recommendation is requested or purported to exist..
Spring.1971

2. ADOPT a position paper on local senates asking that . . . faculty be on all local administrative committees and that the senate chair appoint such faculty with the consent of the local senate. [The position paper includes other rights and responsibilities of local senates. Editor's Note.] Fall. 1972

3. URGE that curriculum changes be implemented only after approval by a campus curriculum committee composed primarily of teaching faculty.
Fall. 1975

4. SUPPORT the concept that senates appoint or elect a number of members at least equal to the number of members appointed by the administration to such college or district committees as curriculum and academic standards, as well as to other college or district committees. Fall. 1977

5. RECOMMEND that local faculty senates alert curriculum committees and other concerned faculty groups and departments, and responsible administrative officers, of the need for faculty involvement in, and review of, vocational education programs. Spring. 1978

6. ENDORSE the concept of collegiality in asserting the right of the faculty to take the lead in matters relating to certificates and degrees; curriculum content and articulation; methods of instruction; and academic and professional standards. Fall. 1978

7. URGE local senates to establish committees dealing with academic and professional matters (for example, educational policy, curriculum), and be it further resolved that such committees report to, and be responsible to , their local senate. Fall. 1979

8. RECOMMEND to local academic senates that college curriculum committees be standing committees of the local sneates. Fall, 1980

9. REQUEST its Executive Committee to review the role of community college faculty in the course approval process in existing California legislation, and schedule as part of its fall agenda a workshop on college curriculum committees and the course approval process. Spring,1983

10. SUPPORT the principle that curriculum must be developed by the faculty and that curriculum approval must remain the responsibility of a properly constituted college academic committee and not of Private Industry Councils (PICs). [The "whereas" states: "community college degrees and certificates are granted by boards of trustees upon recommendation of the faculty." Editor's Note.] Fall, 1983

11. RECOMMEND that Title 5, Section 55002, Standards and Criteria for Courses and Classes, Section (a) (1) be modified to say: it is recommended by the responsible college officials and the academic senate or other appropriate faculty body (AS DETERMINED BY THE FACULTY) as being of appropriate academic rigor and has been approved by the local district governing board as a collegiate course meeting the needs of the students eligible for admission. Fall, 1983

12. DIRECT the Executive Committee to set up a committee charged with the task of constructing a manual for faculty on how to review curriculum; courses and programs. Fall, 1984

13. RECOMMEND that the membership of local curriculum committees should be comprised of faculty approved by the academic senate and that, if it is necessary for administrators to sit on such a committee, the administrators should be *ex officio* non-voting members. Fall, 1984

14. RECOMMEND that the Board of Governors direct the Chancellor's Office to modify the APPLICATION FOR APPROVAL (form CCC-EP-1A) to require a sign-off by both the college president and the college academic senate in addition to the current required signature by the district superintendent, for the local board of trustees, in order to receive State approval of any new courses or programs. Spring,1985

15. RECOMMEND that the Board of Governors request the legislature to delete the phrase "or other appropriate faculty body" from the language of all sections of Title 5, especially Section 55002 (a). Spring,1985

16. REAFFIRM its support for local control of curriculum for the purpose of timely flexibility in program and course development and adoption. Fall, 1985

17. RECOMMEND that a course not be offered at a college of a multi-college district without approval of the curriculum committee of that college, even when it is in the district's course directory. Fall, 1985

18. RECOMMEND that non-credit, community service and television courses offered by a community college be subject to the same approval and review process as credit courses. Fall, 1985

19. RECOMMEND that college curriculum committees be composed of faculty representatives from all college divisions, counseling, and library, and

further RECOMMEND that the curriculum committee be a committee of the academic senate, and

finally RECOMMEND that the curriculum committee approve a course only after reviewing the appropriateness of the course in the program of which it is a part. Fall, 1985

20. REAFFIRM that

1. The division/department faculties, acting through their college academic senates, should elect representatives to serve on the college curriculum committee.
2. The local academic senate should approve the final appointment of the curriculum committee representatives, as well as its composition, policies, and procedures.
3. The college curriculum committee should be a permanent standing committee of the local academic senate.
4. The voting membership of the college curriculum committee should be limited to faculty representatives. Any students and administrative members, including the CIO, should serve as non-voting ex-officio members.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
RESOLUTIONS ON CURRICULUM COMMITTEES

5. The major functions of the curriculum committee are to:
   a. Carry on a regular review of the entire college curriculum.
   b. Consider for recommendation all matters of administrative policy concerning the curriculum.
   c. consider for recommendation proposals for the addition, classification, modification, and deletion of courses and program.
   d. Review and evaluate course articulation and prerequisites.

Spring.1986

21. ADVISE local senates to begin immediately to examine the curriculum process at their districts/colleges and to encourage changes to bring curriculum in line with the changes stipulated in the new Title 5 regulations.

Fall. 1986

22. ADOPT the report "The Role of Faculty in the Curriculum Process" to serve as the guide for colleges as they revise the curriculum review process to meet the intent of the revised regulations, and (through amendment) recommend that in the model curriculum manual section of the report (page 5, VII), program evaluation be referenced as one of the concerns of the curriculum committee. Spring.1987

23. REQUEST the Executive Committee seek written explanation of the precise meaning of the phrase "college and/or district curriculum committee" in new Title 5 language. Spring.1987

Effective: Fall__
Spring__
Year_____
Date:_____

SAMPLE NEW COURSE APPROVAL FORM

1. Division:_____
2. Subject Area:_____
3. Course Number:_____ Title:_____
4. Unit Value:_____ Hours: Lecture _____ Lab _____ Other_____
5. Prerequisite:_____
6. Semester Offered: Fall_____ Spring_____ Summer_____
   First Semester to be Offered:_____
7. To be Offered: Day Only_____ X-Day Only_____ Both_____
8. Level of Course:_____
9. Exact course description as it will appear in the college catalogue (please state required number of hours, lecture, lab, etc.):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

10. District Articulation (Course number, title, units): Yes_____ No_____

Explain: _____

_____

_____

11. Library/LRC Requirements:
Print Resources: Adequate_____ Inadequate_____
Non-print Resources: Adequate_____ Inadequate_____
(LIBRARY/LRC REVIEW FORM MUST BE ATTACHED.)

12. Staff Requirements:

Additional_____ Within Allocation_____ If not within allocation, please explain: _____

_____

13. Enrollment:

Maximum per Section_____
Projected Number of Sections_____
Projected Total Enrollment_____

14. Space Requirements:_____

15. Equipment Requirements (include cost):_____
Supply Cost Per Section:_____

Explanation:_____
Special Funding Available: Yes_____ No_____ Source_____

_____

16. Same/ similar course offered at other community colleges:
Yes_____ No_____
If so, list institutions and courses: _____

_____

_____

17. Relationship with other courses (please be specific):
a. This course duplicates another course: Yes_____ No_____
Please explain: _____

_____

b. This course overlaps with another course: Yes_____ No_____
Please explain: _____

_____

c. Another course can be deleted with the addition of this course:
Yes_____ No_____
Please explain: _____

_____

d. This course is necessary because (Documentation needed for vocational education classes):_____

_____

_____

e. This course will be part of a new major/program:
Yes_____ No_____
Please explain: _____

_____

18. This course is transferable: Yes_____ No_____
If so, where?_____
As elective:_____
As General Education:_____
As Major Requirement:_____
VERIFICATION OF TRANSFERABILITY MUST BE ATTACHED.

This course offers the following employment opportunities:_____

_____

19. This course is part of major requirements for the Associate Degree in the _____ division:
Yes_____ No_____
This course is applicable to other Associate Degree programs:
Yes_____ No_____
This course is part of a certificate program:
Yes_____ No_____

20. An Advisory Committee has reviewed the course proposal:
Yes_____ No_____

21. Proposed text(s):
Title:_____
Author: _____
Publisher:_____

22. COURSE OUTLINE, WITH COURSE OBJECTIVES AND MAIN INSTRUCTIONAL UNITS MUST BE ATTACHED.

Course Proposed By:_____ Date:_____

Division Approval:_____ Denied_____ Date:_____

Div. Chair Approval:_____ Denied_____ Date:_____

Div. Chair Approval:_____ Denied_____ Date:_____
(Use when course is inter-disciplinary or cross-listed)

Instruction Office Approval:_____ Denied_____ Date:_____

CID_____ USOE#_____

President/Superintendent's Approval:_____ Denied_____ Date:_____

Curriculum Committee Approval:_____ Denied_____ Date:_____

Board of Trustees' Approval: _____ Denied_____ Date:_____

8/88

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